

## **IMPROVING STUDENTS' LISTENING COMPREHENSION IN REPORT TEXT BY USING DICTOGLOSS TECHNIQUE**

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**Abstract:** This classroom action research was conducted in order to solve the problem that was encountered by the students in listening comprehension on report text. The research was implemented to 34 eleventh grade students of SMA Negeri 1 Pontianak. The tools of data collecting were observation checklist, field note, and test. The test was a statement evaluation. The students' mean scores improved from 76.02 in the first cycle to 83.82 in the second cycle. The students achieved standard minimum score in the second cycle. Observation checklist and field note also showed improvement in teaching learning process. Pictures and important vocabularies activated students' background knowledge about the topic and helped them to reconstruct the text. Working together with the deskmate encouraged the students to do their test. They also became more active from cycle to cycle. It can be concluded that the students' listening comprehension by using dictogloss technique was improved.

**Keywords:** listening comprehension, dictogloss technique, report text

**Abstrak:** Penelitian tindakan kelas ini dilakukan untuk menyelesaikan masalah yang dihadapi oleh siswa dalam pemahaman mendengar pada teks laporan. Penelitian ini dilakukan terhadap siswa kelas XI SMA N 1 Pontianak yang berjumlah 34 siswa. Alat pengumpul data yang digunakan adalah tabel pemeriksaan, catatan lapangan, dan tes. Tes yang digunakan adalah evaluasi pernyataan. Skor rata-rata siswa meningkat dari 76.02 pada siklus pertama menjadi 83.82 pada siklus kedua. Itu berarti siswa dapat melewati standar ketuntasan pada siklus kedua. Tabel pemeriksaan dan catatan lapangan juga menunjukkan peningkatan dalam proses belajar mengajar. Gambar dan kosakata yang disediakan mengaktifkan pengetahuan awal tentang topik dan membantu siswa membuat teks rekonstruksi. Bekerja sama dengan teman sebangku juga mendorong siswa untuk mengerjakan tes mereka. Mereka juga menjadi lebih aktif dari siklus ke siklus. Berdasarkan hasil tersebut, dapat disimpulkan bahwa pemahaman mendengar siswa meningkat melalui pengajaran menggunakan teknik dictogloss.

**Kata Kunci:** Pemahaman mendengar, teknik dictogloss, teks laporan

Listening is one of the basic skills in language acquisition. Foreign language learners should have a good ability in listening. In line with this, Sharma (2011) argues that language learning depends on listening because listening provides the aural input which serves as the basis for language acquisition and enables learners to interact in spoken communication. The importance of listening is also acknowledged by Brown (2000:247) who stated, "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." In short, language learners should give a significant attention when develop their ability in listening.

English has become a subject taught in senior high schools in Indonesia. At school which is used the curriculum 2013 English subject is learned through the integration of the expressions and the four skills, which are listening, reading, speaking and writing.

Based on researcher's pre research observation on the eleventh grade students in SMA Negeri 1 Pontianak, the researcher found some problems regarding the mastery of the four basic skills especially in listening. In one session on listening comprehension, the teaching learning goal often did not successfully achieve especially when the students asked to find general classification and description of factual information relate to objects, matter, or things that they hear.

After the evaluation of the students' score, some of them failed in getting information of descriptions of the subject described. In fact, a lot of the students could not reach the standard minimum (eighty). Their scores in listening comprehension showed only eight of thirty five students who got above eighty while the others didn't. Their average score was 70.28 with the percentage of students' mastery on determining general classification 81.4% and determining description 62.8%.

From the interview with the teacher and the observation of the researcher, it was found that the teacher applied a bottom-up listening technique which was mainly characterized by listening for specific details. In this technique the students asked to listen a report text. Then, they should answer comprehension questions which were provided by the teacher in fill the blank test form.

From the discussion with the teacher, the researcher also assumed the following reasons behind the students' problems in listening comprehension. The first problem which the student faced was the difficulties in comprehending the English text while listening. It was because the content of listening was still difficult for the students in getting information, because students lacked of vocabulary. Vocabulary needs to come first in order to let the students gain much more benefits, such as ease of understanding the text and ability to paraphrase the story. Second, the speed of the speaker was not match with the students' competent. The third was the insufficient prior knowledge activation before the students listen to the text.

Based on the researcher's experience when conducting teaching practice, she found that the teacher rarely activate the students' prior knowledge before he asked their student to listen to a text. The teacher commonly just asked several basic questions

related to the topic and then asked students to listen to the text. In fact, the activation of prior knowledge about the topic will help the students understand the text.

Based on the problems above, the researcher assumed that the technique, which had been used by the teacher, was not suitable in achieving the teaching learning goals. Therefore, to solve those problems, the researcher picked a technique to improve the teaching learning process; the technique is known as dictogloss technique. Dictogloss technique is a classroom activity where learners interpret what they heard from the audio in writing form called reconstruction text. It was originally introduced by Ruth Wajnryb in 1990 as an alternative technique of teaching grammar. Along with this Jacob et al. (2003:2) stated, "Among the reasons given for advocating the use of dictogloss are that students are encouraged to focus some of their attention on form and that all four language skills – listening (to the teacher read the text and to group mates discuss the reconstruction), speaking (to groupmates during the reconstruction), reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and writing (the reconstruction) – are involved."

Dictogloss technique is a technique for teaching listening which is believed can be able to solve students' problem in listening comprehension because of some reasons. This technique activates the students' prior knowledge and gives important vocabulary before listening. So the students will not confuse about the vocabulary used in the audio and help them to comprehend the text. This technique is also use normal speed of the audio and provided students to work in pairs or groups which can enables students to make hypotheses of the language they use, providing a practice for them to see their strengths and weaknesses in producing language. The researcher assumed by using this technique can help the student to comprehend text and get the standard minimum score. For some reasons, this technique was also used by some researchers to improve listening comprehension. Anwar in his research entitled "Improving students' listening comprehension of SMA Negeri 2 Luwuk through adapting dictogloss" found that dictogloss technique is effective to improve students' listening comprehension.

Based on the explanation above, the researcher conducted the classroom action research to eleventh grade students of SMAN 1 Pontianak in academic year 2015/2016 by using Dictogloss technique to improve student's listening comprehension in report text.

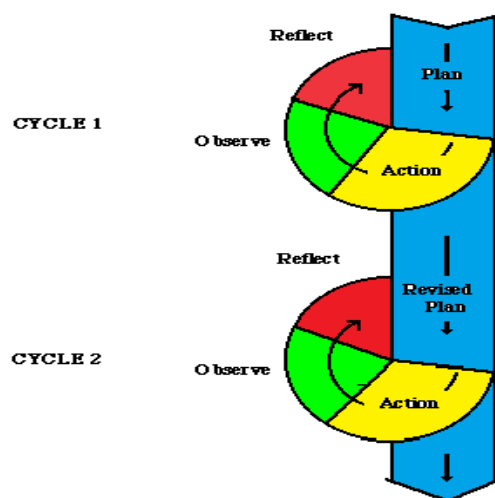
## **METHOD**

The researcher chose a classroom action research as the suitable method to be applied. Classroom action research can be defined as the action research that is conduct in the classroom in which both student and teachers interact. In line with this, McNiff and Whitehead (2006:7), stated "Action Research is conducted when there are problems appear in teaching and learning process and the practitioners try to investigate, evaluate, improve as well as solve the problem, and develop the new idea on their own teaching". Cohen, Manion, and Morrison (2005 : 226), points out "classroom action research may be used in any setting where a problem involving people, tasks and procedures cries out for solution, or where some change of future result in a more desirable outcomes." In

short, it means that a classroom action research is aimed to seek the solution for problems of the classroom.

According to Burns (2010) described classroom action research into 4 steps: (1) Planning, in this stage the researcher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. In the other word, it is a stage for the researcher and teacher to plan the way how to make good activity in the classroom in order to solve the problem faced by the students. The researcher and the teacher together prepared lesson plan and some materials that used in research process. The observation checklist and field notes also prepared in this stage. (2) Acting, where the researcher apply the strategy that has been planned before. In other word, this stage is a step to act the plan in the real treatment. The teacher became the classroom teacher in this research. The researcher became the collaborator observing to observed the classroom, do some observation checklist, and make some field notes. (3) Observing, this stage involved the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. The researcher took note and observed all the activities in teaching learning process by using observation checklist and field notes. (4) Reflecting, the researcher and teacher reflected on, evaluated and described the effects of the action in order to make sense of what has happened and to understand the issue they have explored more clearly. In this stage, the researcher and the teacher shared, analyzed, and evaluated the information which are obtained from the classroom observation activities and the notes taken to get feedback on what have done. The researcher and teacher decide to do further cycles of action research to improve the result.

Below is the model of classroom action research cycle:



*Figure 1*

Cyclical action research model based on Kemmis and McTaggart (1988) cited in Burns (2010:20).

After getting the result of the test, the researcher as a teacher reflected the students' comprehension in form of score. The result of the observation checklist and field note were used as tools to gather the information. Then, the researcher and teacher combined all the information they had collected from the observation. Finally, they determined whether there was another cycle to improve the result and the process or not.

The participant in this research were the students of SMA Negeri 1 Pontianak. The data were collected from class XI MIPA 7 consisted of 34 students as the subject of the research.

There were two kinds of techniques used by the researcher. They are direct and measurement techniques. Observation checklist and field note were used for the direct technique. As to measure the students' achievement, the researcher and teacher used written test in form of writing a reconstruction text. The test assessed by statement evaluation test which is in reconstruction checklist form. According to Buck (2001), we can ask test-takers to show that they have understood either by evaluating the truth of their statement, or by comparing their statement with the original and saying whether they mean the same thing or not. The observation checklist acted as a sources or reflection for the next action as it meant to be a description of the condition and situation that happened in the classroom during the teaching learning process such as how the teacher will explain the materials, the respond from the student and how the students' work in doing the test. The researcher tried to use the checklist which provided with range of choice of options and some indicators in order to have much wider perspectives of outcome. Field notes are notes made by the researcher when the teacher applied this technique to the students. In this part, the researcher wrote down and listed anything happen when the research conducted, including the obstacle that the teacher found in teaching learning process. This field note is used as a recording progress in the classroom.

To get students' mean score, the researcher measured it by using the following formula:

$$M = \frac{\sum fx}{N}$$

*Note:* M = the mean score of the students  
 $\sum fx$  = the total score of students  
 N = the total of students in the classroom

## **FINDINGS AND DISCUSSION**

### **Findings**

This research was conducted in two cycles. Every cycle consists of planning, acting, observing, and reflecting stage of Classroom Action Research procedures. In the

first cycle, the acting stage was conducted in one meeting which occurred on Tuesday, May 10<sup>th</sup> 2016. In the second cycle, the acting stage was conducted in one meeting which occurred on Tuesday, May 17<sup>th</sup> 2016. During the implementation of dictogloss technique, the teacher of the school acted as a classroom teacher and the researcher as the observer of the teaching learning process. The researcher observed what happened in the classroom during the teaching learning process through observation checklist and field notes. After the teacher gave the materials, implemented dictogloss technique, and the students did the test, the researcher computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

### ***First Cycle (April 23<sup>rd</sup> 2015)***

In the first cycle, the acting stage was conducted in one meeting that was on Tuesday, May 10<sup>th</sup> 2016. During the implementation of dictogloss technique, the teacher acts as the classroom teacher and the researcher as the observer of teaching learning process to observe what actually happened in the classroom through observation checklist and field notes. After the teacher gave the materials about "leopards", implemented dictogloss technique, and the students did the test, the researcher computed the students' score and classified the mean score into the qualification. All those steps were done to obtain the research findings.

From the research finding and the data analysis on the first cycle of the research, After having the discussion with the teacher, the researcher and the teacher agreed that the result is not really satisfying. There are some students didn't pass the standard minimum. More efforts would be needed to achieve the goals of the technique applied. The researcher and teacher decided to conduct the second cycle. The reflection of the first cycle was as follows: (1) The students tend to be passive, and only few students actively involved with the questions and feedback. (2) Some of the students didn't paying full attention and still talking with their desk-mates while the teacher explaining about the material and giving the instruction of the activity. (3) The teacher was not strict enough to the students who were not giving full attention. (4) Some of the students were still confused about the content of the audio. (5) The teacher didn't show the important words before audio is played. (6) In the discussion there are some students did not share all of their notes with their desk-mates. (7) In the first cycle, only 17 students passed the standard minimum score; with the mean score 76.02.

Those problems above led the researcher to conduct another cycle in order to improve everything in the teaching learning process; in term of the students' performance, teacher's performance, as well as the score of the students. In conclusion, the first cycle was not as good as expected. It needed to be revised, corrected, and improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle or second cycle to revise and improve the shortages and weaknesses in the first cycle.

### ***Second Cycle (April 30<sup>th</sup> 2015)***

The second cycle was conducted on Tuesday, May 17<sup>th</sup> 2016. same as the first cycle the researcher made a lesson plan, prepared the teaching learning process resources, such as the materials of report text in power point slide and the audio of report text entitled “Sea Turtle”. The researcher also prepared the tools for the research such as the observation checklist, field notes and test items. Beside those plannings, the researcher and teacher also agreed to have some changes from the first cycle in order to improved teaching learning result. Such as: (1) The teacher needed to motivate all of the students to be active and got involved with the questions and feedback. (2) The teacher needed to ask the students with many questions or statements so they can actively involved into the teaching learning process. (3) The teacher needed to pay an extra attention to the several students and did an approach to them so that they would felt much more involved with the activity. (4) The teacher needed to do all of the dictogloss stage to help the students in doing their reconstruction text. (5) The teacher needed to pay full attention while the students discuss with their desk-mates and make sure all of them share and discuss their notes with their desk-mates. (6) The teacher needed to give a trick to make students easier when take notes. The trick was the student needed to write at least a word for each sentence from the audio as the guide for them when make a reconstruction text.

The researcher noted some findings in the second cycle during the acting stage of the classroom activities. The findings are as follows: (1) The students able to active and get involved in teaching learning process. (2) The students were seen to be much more interested to learn through dictogloss more than when they were on first cycle after got a trick from the teacher. (3) Most of students able to speak up in teaching and learning process regarding the pictures and the important words that they found. (4) The students were able to do the test efficiently and effectively. Both could be seen from how the students focus with their paper when made a reconstruction text.

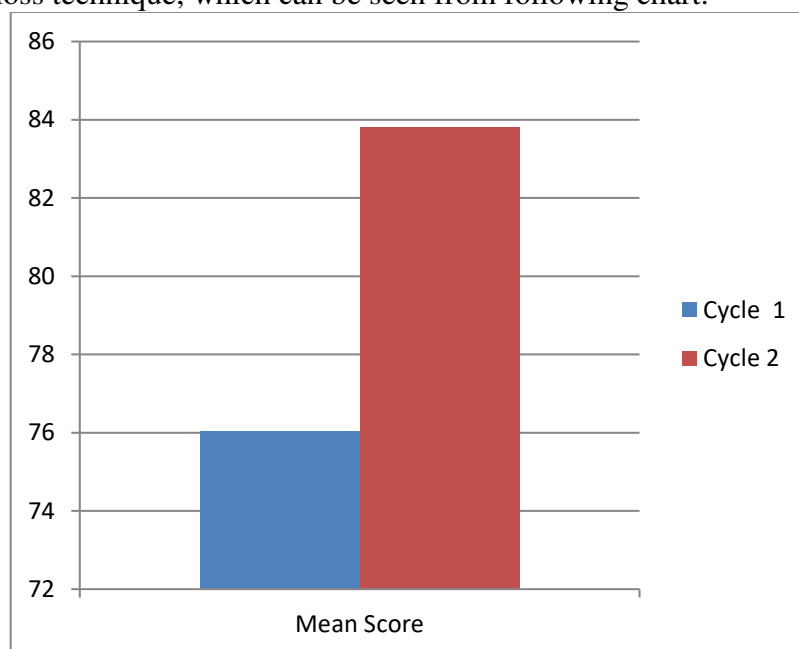
The second cycle was much better than the first cycle. The students had done better than the previous one. They were excited and encouraged with the activities. They paid attention to the instruction and explanation more than the first cycle. Overall, the process of the second cycle was improved, even when there were several minor problems. The students’ mean score also showed significant improvement. The result was satisfying, 83.82. It showed the students could achieve the standard minimum score in this school.

The result of the two cycles indicated the improvement of students’ listening comprehension by using dictogloss tehniqe. The students were able to write a reconstruction text and acquired the idea from the listening session as the teacher and researcher expected. Giving the student trick how to take a note while the audio is playing make them interact and easier to make the reconstruction text. By comparing the mean score from the first and second cycle, the improvement made was 7.8. Number of student who did not pass the standard minimum is also decrease from 17 students to 5 students. Their mastery on report text aspect are also increased. Their mastery in comprehending general classification increased from 80.14% to 95.58% and their

mastery in comprehending description of report text is 75% to 82.35%. This technique made students comprehend listening text easier and improved their listening comprehension.

### Discussion

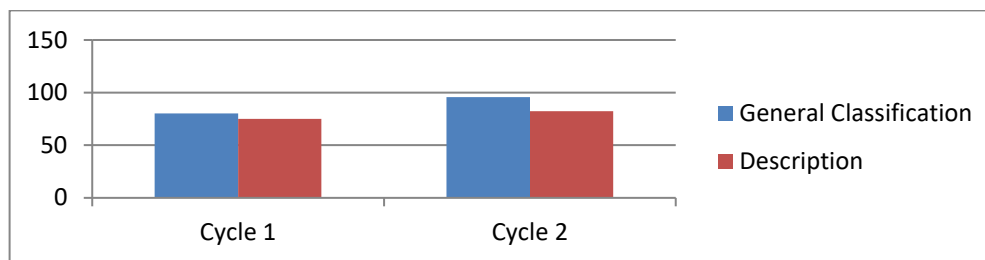
In this part, the researcher tried to answer the research problems. The purpose of this research is divided into general research purpose and specific research purposes. The general research purpose of this research is to improve students' listening comprehension by using dictogloss technique. There was students' score improvement that refers to the comparison in two cycles. The improvement can be seen from the mean score 76.02 (cycle 1) to 83.82 (cycle 2). Moreover, the improvement which was shown from the students' score showed that in the last meeting of the implementation of dictogloss technique, there were only five students whose score was below the standard minimum (eighty). The score on the second cycle was very different from the first cycle that there were seventeen students who got score below eighty. It showed that there is a significant improvement in students' listening comprehension when implementing dictogloss technique, which can be seen from following chart.



**Graph 1.**  
**Comparison of Students' Mean Score in Cycle 1 and Cycle 2**

The improvement of students' score is not only seen from the general mean score, but also from the percentage of each aspect in report text through listening comprehension, such as comprehending general classification and description. Here is the chart which shows the improvement:





**Graph 2.**  
**Comparison of Report Text Aspect Mastery through Listening Comprehension in Cycle 1 and Cycle 2**

Based on the students' achievement score, it was clear that the students' listening comprehension increased from the first cycle to the second cycle. Moreover, the observation checklist and the field notes also showed significant improvements in teaching learning process. Those improvements are caused by several strategies in Dictogloss implementation. After the teacher give the students a trick to do when they are listening the audio, the students were seems interest and enthusiastic when took some note in second cycle. They also actively discuss with their desk mates about the note and paying more attention to the audio. They could write their reconstruction text enthusiastically.

In implementing this technique, the writer and the teacher found a problem, which also felt by most of the students. The main problem is about the quality of the speaker in the classroom. The speaker was not producing the clearer sound. So it was a little hard for the student to listen to the audio. Some of the students said that it would be better if they could hear the audio by using headphone.

The second purpose of the research is the specific purposes. These specific purposes are aimed to found the how the stages of dictogloss technique help students in determining the general classification and description of the report text. Based on the research finding, preparation, dictation and reconstruction stage were really help the students in determining the general classification and description of the report text. Although, the last stage of dictogloss stage, called analysis and correction stage was not affect the students when they were comprehend the report text.

Preparation stage is helped students in determining the general classification and description of the text because preparation stage provided the students with the unfamiliar vocabulary and helped them to activate their prior knowledge of the topic. Dictation stage is helped students in determining the general classification and description of the text because it required the students to take a note when they were listening to the audio, so it helped them when they are make their reconstruction text. The third stage of dictogloss technique, which is reconstruction text is also helped the student in determining the general classification and description of the text. In this stage, the student who lose some idea from the audio were helped by discussion session where they will discussed their note and add some idea from their friends. If the student do not

discussed with their desk mates they will produces reconstruction text with unlimited and uncompleted idea, they are unable to determining all of the general classification and description of the text.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the analysis of the study above and its result, it is concluded that the students' listening comprehension on Report Text could be improved through Classroom Action Research by implementing Dictogloss. Dictogloss was implemented as a technique in listening activity when the students learn report text. The students' listening comprehension on report text was improved by using dictogloss technique. This was proved by the result of mean score of students' individual test. In the first cycle, the mean score of the students' individual test was 76.02 and the mean score of the students' individual score in the second cycle was 83.82.

The teaching learning process was improved by using dictogloss technique in teaching report text. This was proved by the result of the field notes and observation checklist from the first cycle and the second cycle. Pictures and important vocabularies activated students' background knowledge about the topic and helped them to reconstruct the text. Working together with the deskmate encouraged the students to do their test. They also became more active from cycle to cycle. It can be concluded that the students' listening comprehension by using dictogloss technique was improved. The students showed better result in the process of the students in determining general classification and description of the text by actively participated in a whole part of dictogloss technique.

### **Suggestion**

Based on the conclusion above, it is suggested that the teacher could implement Dictogloss more often in teaching listening comprehension on Report Text because it had been proven could improve the students' listening comprehension. It is also suggested that the English teacher should consider the time when applying dictogloss. The teacher should be careful in choosing the appropriate recording and managing the time in every stage of dictogloss. Then, it is also suggested that the teacher should be attractive in discussing the students' reconstruction text in analysis and correction stage to make the students understand their weaknesses and strenghtnesses more deeply.

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